

William Shemin Midtown Community School (BBOED) Corrective Action Plan (CAP) for Addressing Chronic Absenteeism 2024-2025

Pursuant to N.J.S.A. 18A:38-25.1, in the event that 10 percent or more of the students enrolled in a public school are chronically absent, which means a student has missed 10% or more days of school, the school shall develop a corrective action plan to improve the absenteeism rate. The plan will be presented to the local board of education and reviewed and revised annually until absenteeism rates are below 10%.

Table 1: Corrective Action Plan (CAP) Overview

District Name	Bayonne Board of Education
Principal Name & School Name	William Shemin Midtown Community School Mr. James Pondillo - Principal
Date Presented to the Board of Education	August 2024
Grade Levels	Prekindergarten through Grade 8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee
Start Date of CAP	September 4 th , 2024

Systems Processes

In accordance with NJTSS' Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), which is a system to detect patterns, trends, and perception data that could indicate increased risks of a student becoming chronically absent. Data collected for the CA EWS should reflect attendance at multiple levels (school-wide, grade-level, classroom, individual students) to identify target populations and measure the appropriateness and effectiveness of current or proposed interventions. For more information about Data-Based Decision making please refer to Section 4: Data-based Decision Making.

The table below provides a sample of grade-level data that can be considered when developing a corrective action plan. It will be helpful to also reflect on schoolwide and district level data.

Table 2: Corrective Action Plan Data, Systems Processes- Grade Level Sample

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
2018-2019 Grade PreK Chronic Absenteeism Data	56%	Pre-pandemic data shows grades Pre-K, 1, and 5 as producing the highest statistical evidence of chronic absenteeism at WSMCS.
2018-2019 Grade K Chronic Absenteeism Data	10%	
2018-2019 Grade 1 Chronic Absenteeism Data	15%	
2018-2019 Grade 2 Chronic Absenteeism Data	12%	
2018-2019 Grade 5 Chronic Absenteeism Data	14%	
2018-2019 Grade 6 Chronic Absenteeism Data	13%	
2018-2019 Grade 7 Chronic Absenteeism Data	12%	
2018-2019 Grade 8 Chronic Absenteeism Data	12%	
2019-2020 Grade PreK Chronic Absenteeism Data	16%	While providing remote instruction, data showed an overall decrease in chronic absenteeism, however, Pre-K and Grade 1 continued to produce the highest evidence.
2019-2020 Grade K Chronic Absenteeism Data	11%	
2019-2020 Grade 1 Chronic Absenteeism Data	13%	
2019-2020 Grade 7 Chronic Absenteeism Data	12%	
2019-2020 Grade 8 Chronic Absenteeism Data	15%	
2020-2021 Grade Pre-K Chronic Absenteeism Data	15%	During our pandemic closure, the attendance data shows a fairly consistent pattern of chronic absenteeism, however, Pre-K, 1, and 8 continue to produce the largest percentages.
2020-2021 Grade K Chronic Absenteeism Data	13%	
2020-2021 Grade 1 Chronic Absenteeism Data	14%	
2020-2021 Grade 4 Chronic Absenteeism Data	13%	
2020-2021 Grade 6 Chronic Absenteeism Data	12%	
2020-2021 Grade 7 Chronic Absenteeism Data	14%	
2020-2021 Grade 8 Chronic Absenteeism Data	16%	

2021-2022 Grade Pre-K Chronic Absenteeism Data	45%	During our re-opening year, attendance data shows an increase in absenteeism, with Pre-K, K, 2, 7, and 8 showing the largest percentage of chronic absences.
2021-2022 Grade K Chronic Absenteeism Data	36%	
2021-2022 Grade 1 Chronic Absenteeism Data	18%	
2021-2022 Grade 2 Chronic Absenteeism Data	22%	
2021-2022 Grade 3 Chronic Absenteeism Data	13%	
2021-2022 Grade 4 Chronic Absenteeism Data	14%	
2021-2022 Grade 5 Chronic Absenteeism Data	12%	
2021-2022 Grade 6 Chronic Absenteeism Data	16%	
2021-2022 Grade 7 Chronic Absenteeism Data	22%	
2021-2022 Grade 8 Chronic Absenteeism Data	20%	
2022-2023 Grade Pre-K Chronic Absenteeism Data	63%	In the 2022-2023 academic school year, the data shows a larger spike in chronic absenteeism in the early childhood grades of Pre-K-3.
2022-2023 Grade K Chronic Absenteeism Data	40%	
2022-2023 Grade 1 Chronic Absenteeism Data	30%	
2022-2023 Grade 2 Chronic Absenteeism Data	28%	
2022-2023 Grade 3 Chronic Absenteeism Data	34%	
2022-2023 Grade 4 Chronic Absenteeism Data	17%	
2022-2023 Grade 5 Chronic Absenteeism Data	22%	
2022-2023 Grade 7 Chronic Absenteeism Data	19%	

Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism

Unique Student Identifier (Identifying Students At-Risk for Chronic Absenteeism)	Source	Ranges of Absences	Notes
Pre-Kindergarten – Kindergarten - Grade 1 – Grade 2 – Grade 3 – Grade 4 – Grade 5 – Grade 7 –	LinkIt! Student Data Management System	12-17 Days Absent	Parental Notification and/or Conference Doctor’s Notes Requested and/or Submitted
Pre-Kindergarten – Kindergarten - Grade 1 – Grade 2 – Grade 3 – Grade 4 – Grade 5 – Grade 7 –	LinkIt! Student Data Management System	18-21 Days Absent	Parental Notification and/or Conference Doctor’s Notes Requested and/or Submitted
Pre-Kindergarten – Kindergarten - Grade 1 – Grade 2 – Grade 3 – Grade 4 – Grade 5 – Grade 7 –	LinkIt! Student Data Management System	22+ Days Absent	Attendance Officer and/or DCPP Notification

- Do not include information that may identify an individual student.
- Schools can consider reviewing student data specific to student sub-groups to better target their interventions and include in their corrective action plan.

Additional Data Sources to Consider in Chronic Absenteeism Early Warning System

Parent/Caregiver Survey

In developing the corrective action plan, the school shall solicit input from parents or guardians of students currently attending the school. The solicitation shall include, at a minimum, a parental survey that includes questions related to parents' beliefs regarding the reasons why students are chronically absent and recommendations on the best ways to improve attendance. Please refer to Section 4: Parent/Guardian Survey for guidance on developing a parent survey. Parents' perceptions

Table 4: Corrective Action Plan Data, Parent Survey Results Analysis

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
	Not satisfied with the extra-curricular offerings at the school	
	Negative overall student behavior	
	Students do not take pride in their school	
	Students do not have friends that they can trust and talk to about problems	

Inventory of Current Strategies

Please review Appendix B: Tier 1 and Tier 2/Tier 3.

Additional data to consider when developing a responsive CAP are the current strategies being implemented by a district. In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 1/Universal strategies currently utilized to encourage students' regular attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy broadly supports your students, or if the strategy is not having the effects envisioned when first implemented.

Tier 1

Table 5: Corrective Action Plan Inventory of Current Strategies, Tier 1

Inventory Current Strategies	Inventory Current Strategies Reflection
<p>Genesis provides us with Attendance Tracking Software. Additionally, we use this data to provide attendance incentives. Attendance Incentives such as Amazon Gift Card for perfect marking period attendance and keeping track of daily attendance challenges through the spelling of P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E.. Each day that a class has perfect attendance, they receive a letter such as "P" and the first class to completely spell the words out receives a pizza party.</p>	<p>The use of attendance software has been effective in identifying patterns of chronic absenteeism. However, the challenge lies in addressing these issues promptly and effectively.</p>
<p>Automatic call home when a student is absent. Personalized letters sent to the house addressing student's repeated absences.</p>	<p>This strategy is deemed effective on the ability to inform the household of the absence, attendance policy, and possible repercussions regarding continued absences.</p>
<p>Provide breakfast to all students on full and half-day schedules. When offered in the classroom, breakfast can be an opportunity to bond with the teacher, while offering an incentive to attend school.</p>	<p>Students who eat breakfast at school attend an average of 1.5 more days of school every year.</p>

In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 2/3 strategies currently utilized to encourage targeted groups of students or individual students to improve their attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy addresses the specific barrier challenging the students' regular attendance, or if the strategy is not having the effects envisioned when first implemented.

Tier 2/3

Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3

Inventory Current Strategies	Inventory Current Strategies Reflection
Develop student check-ins with teachers and guidance to determine if there is something keeping the student from attending school on a regular basis.	Effective particularly in students grades 5 – 8. Early education grade levels will need to include parents.
Teacher phone calls home for chronic absenteeism. Teacher reporting chronic absenteeism to administration and truancy officer.	Demonstrate interest regarding the well-being of students. Also, if there is a medical issue with the parent getting their child to school on time this can help to resolve the issue through open communication and understanding.
Provide means of student support to help the student catch up on missed work.	Students that are already behind or don't understand the work may see less of a reason to attend school and may feel that they can never catch up.
Refer students with chronic absenteeism rates to the I&RS Committee and Truancy Officer.	Students suffering with poor attendance will benefit from receiving resources and services through the I&RS Committee and Truancy Officer.



Identified Areas for Improvement

Factors Contributing Towards Chronic Absenteeism

Please review Section 4: Three Steps for Assessing System Needs. After collecting and analyzing the data collected earlier in the CAP’s development, use the information to memorialize areas identified for improvement and identify the school level data used to inform these conclusions.

Table 7: Corrective Action Plan Identified Areas for Improvement, Factors contributing towards Chronic Absenteeism

Area . No.	Area Identified for Improvement	What school level data prioritizes this area as needing improvement?
1	Reducing chronic absenteeism across all grade levels	Genesis Attendance reports and Link It Attendance summaries. Identifying students in every grade level who are considered chronically absent.
2	Identify attendance discrepancies and reasons for absence (Ex- Students excluded due to vaccination mandates, students traveling, extended illness, software glitches)	School-based communication with parents and guardians. Documentation from medical professionals.
3	Enhanced and clear communication of attendance expectations for parent/guardians and students. Informed and aware district attendance policy of missing 10% of the school year.	Reconvene a separate attendance committee and spot-check students with chronic absenteeism. Add attendance policy acknowledgement to the beginning of year Parent Portal documents. Meet with parents/guardians of students with unexplained chronic absenteeism.
4		

Data-Informed Strategies to Address Student Absenteeism

Beginning

Please review Appendix B: Tier 1 and Tier 2/Tier 3. Populate the table below with proposed strategies to address the needs identified in Table 7.

Table 8: Corrective Action Plan Identified Areas for Improvement, Action Items

Tier	Data-Driven Strategies	Problem-Solving Team Member(s)	Completion Date
1 Universal	<p>Strategy Description: Teachers should use lessons that connect to the students’ lives, community, and identity to give a student a sense of belonging to the school community. Offer incentives to help combat barriers that prevent students from coming to school. Determine motivating factors and utilize them as incentives.</p> <p>Anticipated Outcome: Students who are more engaged in their learning activities are more likely to attend school.</p>	<p>Names(s): All School Staff</p> <p>Title(s): Teachers, Secretaries, School Counselors, Nurses, Principal, Assistant Principal(s)</p>	01/31/2024
1 Universal	<p>Strategy Description: After Identification, use various methods of digital communication such as text message systems like Remind App/SeeSaw, personal email, and Genesis generated attendance messages to reach out to parents/ guardians of chronically absent students to remind of the importance of consistent school attendance.</p> <p>Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.</p>	<p>Names(s): All School Staff</p> <p>Title(s): Teachers, Secretaries, School Counselors, Nurses, Principal, Assistant Principal(s), Technology Department</p>	01/31/2024

<p>2 Small Group</p>	<p>Establish an independent school wide attendance committee, and pinpoint students with unexplained chronic absenteeism.</p> <p>Anticipated Outcomes: A better understanding of why some students are chronically absent. Identify ways our school can support chronically absent students.</p>	<p>Names(s): All School Staff, Attendance Committee members</p> <p>Title(s): Teachers, Secretaries, School Counselors, Nurses, Principal, Assistant Principal(s)</p>	<p>01/31/2024</p>
<p>3 Individualized</p>	<p>Strategy Description: Create individual student plans that include academic support and parent support to help the student feel empowered to attend school. Refer students for additional support and evaluation as needed. For instance, if a student is dealing with anxiety, a school support person such as a social worker, mentor, counselor or psychologist may be able to assist the student or suggest outside resources to parents that they may utilize. Review Handle with Care reports from Bayonne Police Department, and incorporate into providing ongoing support for students.</p> <p>Anticipated Outcome: Having a set plan for the student will enable all teachers and staff to be on the same page to help support the student with attending school on a regular basis. This proactive approach is expected to result in improved emotional well-being, increased coping skills, and a more conducive learning environment, leading to enhanced attendance rates, academic performance, and overall student success.</p>	<p>Name(s): Teachers, I&RS Committee, Truancy Officer</p> <p>Title(s): Administration, Teachers and Support Staff</p>	<p>01/31/2024</p>

Interim Review of CAP Progress



Progress Summary

This table should be completed midway through the school year to examine whether the strategies included in table 7 are having the intended impact on a school’s chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they are being implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students’ absenteeism.

Table 9: Interim Progress Summary

Tier	Data-Driven Strategies	Data-Driven Strategies	Date
1 Universal	Genesis attendance reports will be analyzed weekly.	Our school community has a better understanding of the issues that contribute to chronic absenteeism. We have an increased awareness of the needs facing our students and how they contribute to absenteeism.	05/31/25
2 Small Group	The grade level with the highest weekly attendance rate will be given recognition.	Weekly attendance announcements, and winning grade level receives a one subject homework pass.	05/31/25
2 Small Group	The grade level with the highest monthly attendance will be given a prize.	Monthly attendance winners will receive extra recess time.	05/31/25
3 Individualized	Individual students will be recognized for yearly perfect attendance.	Individual students will receive recognition and a certificate at the end of each marking period.	05/31/25

Percent of population currently Chronically Absent: 27.5% Date: as of February 9, 2024

Summative Review of CAP Progress



This table should be completed at the end of the school year to examine whether the strategies included in table 7 are having the intended impact on a school’s chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they were implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students’ absenteeism in the upcoming school year.

Table 10: Summative Progress Summary

Tier	Data-Driven Strategies	Outcome Met Y/N	Completion Date	If outcome not met, % of students receiving intervention that remain CA
1 Universal	The attendance committee has continued to analyze the Genesis attendance reports. Phone calls and letters were sent to students over the chronic absent threshold. WSMCS chronic absent percentage has decreased by about 5%.			%
2 Small Group	Weekly attendance was announced for the grade level with the highest present attendance rate. Students were given extra recess time as an award. Teachers and students were excited to find that their class was announced.			%
2 Small Group	The grade level with the highest monthly attendance was given a prize. The grade level with the highest attendance was displayed on board in the lobby and given a ice cream party!			%
3 Individualized	Individual students were recognized for perfect attendance in Grades 3-7 with a certificate by Marking Period and Grade 8 was given an pin to wear at graduation.			%

Percent of population currently Chronically Absent: Date: June 2025